

Criteria for Peer Editing the Microteach I Lesson Plan

Review each other's lesson plans, providing feedback in the following areas:

1. Is the unit title specified?
2. Has the lesson title been indicated?
3. Is the title of the lesson a subcategory of the title of the unit? (For example, if the unit title is "The Solar System," a lesson title might be "Saturn.")
4. Is at least one standard (Next Generation Sunshine State or Florida Standard) included?
5. Does the standard include both the alphanumeric code and description? (e.g., SS.912.P.1.2: Describe the emergence of psychology as a scientific discipline.)
6. Does the learning goal/target/objective include all three components: learner, observable student behavior, and criterion? Is it clearly written?
7. Is the essential/guiding question a higher-level thinking question written in student-friendly language?
8. Does the Content section include only an outline or list of the lesson content? It should NOT be an abbreviated version of the procedures. The content section should answer the question, "WHAT are you teaching in this lesson?"
9. Does the content section also include about 3-5 key vocabulary words that you will be teaching?
10. **As you read through the entire procedures section, keep this in mind: Let's pretend you are a substitute teacher and were to follow this plan. When reading the procedures, would you be able to easily implement this lesson or are some parts of the procedures unclear?**
11. Is the anticipatory set/hook truly something that would get the students interested in the lesson? Is it based on their interests and the lesson content?
12. In the Input section, are you specifying how you will present the concept or skill to your students? In the input section of a direct teach at the secondary level, you are mainly lecturing and/or doing most of the talking.
13. Modeling is when the teacher explains and/or demonstrates how to do something that the students will then do later in the lesson. Look over the Modeling section of the plan. Are you truly modeling?
14. In the Checking for Understanding section, does the activity in this section truly help you determine your students' comprehension of what they have just learned?
15. Even though the lesson plan will not be implemented in its entirety during Microteach I, the plan still needs to include the Guided Practice, Independent Practice, Closure, and Assessment/Evaluation sections. Does the plan include these sections?
16. Guided Practice involves groupwork or activities during which the students are still being assisted by the teacher and/or by each other. Does the Guided Practice section reflect such activities?
17. Independent Practice involves the students working independently (without teacher or peer assistance) at their desks or refers to homework. Does the Independent Practice section reflect such activities?
18. Does the way you are closing the lesson truly help your students process the information they learned in the lesson? It should require them to be actively involved in the review of the material.
19. Does the Assessment/Evaluation match the learning objective? That is, will it truly measure the attainment of the learning objective or will it measure some other skill?
20. Are ALL of the instructional materials and equipment – for the entire lesson – listed in the Materials/Resources section?
21. If sources (textbooks, internet sites, etc.) were used in the planning of this lesson, are they listed in the References section?

After the entire lesson plan has been analyzed, address the following two questions:

22. After reading over the procedures, refer back to the standard (NGSS or FS). Do the activities in the procedures truly address the standard? All activities should give the students the opportunity to attain the standard.
23. Review the Procedures section again. The directions should be commands to you, the teacher. As such, there should be no statements including "I" or "The teacher." The directions should read: "Show the students...." "Explain to the students...." If the Procedures section includes "I" or "The teacher," revise the directions so that they reflect commands to you.